Group Counseling Reality with Confrontation Techniques to Improve Self-Control and Self-Parception Students Problematic Internet Use.pdf

by

Group Counseling Reality with Confrontation Techniques to Improve Self-Control and Self-Perception Students Problematic Internet Use

Aris Munandar[1✉] , Mungin Eddy Wibowo[2], Mulawarman[2] & Catharina Tri Anni[2]

[1] Public Senior High School 1 Brebes, Jawa Tengah, Indonesia
[2] Universitas Negeri Semarang, Indonesia

Article Info

Abstract

This study aims to examine the effectiveness of reality group counseling confrontation techniques for students with self-control and low self-perception with the tendency of problematic internet use behavior. This study uses Manova design involving 14 students. The technique of analyzing data used is Manova. The statistical results show that reality of group counseling has been shown to be effective in improving self-control and low self-perception. This finding proves that the counseling of reality groups is an effective confrontation technique to improve self-control and self-perception in problematic internet use students.

✉ Correspondence address:
Dr. Setiabudi No.11 RT.02/RW.01, Kaumanbaru,
Brebes, Jawa Tengah, 52212
E-mail: aris.munandarkonseling@gmail.com

INTRODUCTION

In the last decade, the use of the internet has grown rapidly and has become an integral part of everyday life. Internet use in Indonesia ranks sixth in the world with 112 million netizens, many internet users in Indonesia are students, aged 16-24 (Hidayat, 2017). The students interpret the internet as an entertainment medium, media interaction and as a media that provides a source of knowledge. The role of the internet in adolescent life is very clear. This is supported by research that states that 81% of adolescents have access to the internet every day (Madden, Cortesi, Gasser, Lenhart, and Duggan, 2012).

The internet is not only a useful tool for everyone, but its excessive use creates some negative consequences, according to Öztürk, and Özmen (2016) adolescents who often spend their time using the internet, are one of the risk groups of problematic internet users. Other negative impacts of problematic internet use such as pornography, violence through online games that cause dependence that forget the time to study (Sulaiman, 2011). Also, there is a connection between internet addiction and procrastination in school assignments for adolescents (Julyanti, and Aisyah, 2015).

The higher of the internet is an addiction, the lower level of self-control (Arisandy, 2009). There is an effective contribution between self-control and anxiety far from a smartphone. The results of the study by Muna, and Astuti (2014) stated that there is a relationship between low self-control and the tendency of social media addiction in late adolescents.

The impacts arise due to problematic internet use in individuals that affect aspects of an adolescent of self-control (Park, Kang, and Kim, 2014). Self-perception is a significant predictor in problematic internet use (Öztürk, and Özmen, 2016). Given the prevalence of internet use among of adolescents, there is concern that adolescents who use the internet can show a problematic or addictive pattern of internet usage and have an impact among of the adolescent internet users.

The problem of internet usage has several terms which are problematic internet use, exclusive inter-use, compulsive internet use, and internet dependence, the term is commonly used to describe various negative impacts that arise due to the inability of individuals to control internet usage activities (Kuss, and Griffiths, 2014; Kuss, and Lopez-Fernandez, 2016; Odacı, and Çelik, 2016; Young, and Abreu, 2017). From the various results of the research above it can be concluded that the use of the internet can lead to problematic internet use behavior which has an impact on the behavioral aspects including the ability of self-control and low self-perception.

Self-control is an individual effort to change the way individuals should think, feel, or behave (Muraven, Tice, and Baumeister, 1998). Self-control is an effort to achieve a goal that he considers important by doing it individually, taking the positive and avoiding undesirable things. Self-control refers to the ability to change one's response.

This study aims to identify PIU and Self-Control levels and self-perceptions held by students and to look for relationships. These aspects are reviewed regarding handling effectiveness, thus the need for interventions that can bridge students who experience the tendency of PIUs to be more responsible for their roles as a student in developing self-control and self-perception that existed in him.

One of the interventions that will be used applied to the problem of this PIU is the application of reality counseling through confrontation techniques. Students who experience problematic internet use meet basic needs in the form of fun/irresponsibility.

The main purpose of the use of reality counseling in this study is that individuals can be responsible for their choices but do not interfere with the rights of others (Cappuzi, 2016).

Whereas the use of confrontation techniques in the reality approach because confrontation technique is the technique to emphasizes the making of plans and commitments to behavioral plans that are difficult to change, meaning plans are often not carried out in accordance with the wishes, in this

case confrontation techniques emphasize with student responsibility (Bradley, 2015). The use of confrontation in reality therapy therapists does not criticize or argue with clients but continues to strive to explore the overall behavior then make effective plans (Sharf, 2010).

The function of reality counseling is to help students accept reality and fulfill their needs so that students do not tend to deny the existing reality (Cappuzi, 2016). Based on the problems above, this study tested the effects of counseling in reality confrontation techniques to improve self-control and self-perception with students in problematic trends in internet use.

METHODS

This study used the control group pre-test – post-test design with the research group and the control group. The experimental group was that received reality intervention group confrontation techniques, while the control group received treatment as usual or ordinary group groups.

The Purposive sampling technique was conducted to select research subjects with the criteria of students with self-control and low self-perception due to problematic internet usage. So from 199 students of SMAN 1 Ungaran were 14 research subjects selected. The random assignments were carried out to place each of the two groups namely the experimental group and the control group, seven experimental group students and seven students in the control group.

After six meetings, counseling on the reality confrontation technique group will be held. Furthermore, students are given a post-test to determine the development of self-perception and control of themselves after the implementation of group counseling activities

Data was collected using three published scales, namely GPIUS 2 (Generalized Problematic Internet Use), SCS (Self Control Scale) and Self-Concept Adolescents' Self Concept Short Scale (ASCSS). Therefore the back translation procedure was carried out for the scale adaptation needs used in this study

The scale of Generalized Problematic Internet Use Scale2 (GPIUS2) developed by Caplan (2009) consists of 15 statement items with seven scaling levels. The results of the Pearson product moment test confirm the validity (0.342 to 0.707) then the overall scale produced is valid. While the Cronbach Alpha tests results show a reliability value of 0.850.

The Self Control Scale (SCS) scale developed by Grasmick, Tittle, Bursik, and Arneklev (1993) consists of 24 statement items with four scaling levels. The results of Pearson product moment test confirm the validity (0.334 to 0.724) then the overall scale produced is valid while the Cronbach Alpha test results show a reliability value of 0.892.

While the Scale of Adolescents' Self-Concept Short Scale (ASCSS) was developed by Veiga, and Leite (2016), they have 30 statement items with six scaling levels. This instrument or this scale has Cronbach's alpha of 0.901 for use on this scale. The results of the Pearson product moment test confirm the validity (0.342 to 0.707) then the overall scale produced is valid.

The data analysis in this study used the MANOVA test and Paired Sample t-Test with the help of the software SPSS IBM 24. The MANOVA test was used to determine the effectiveness and magnitude of the realism group counseling with confrontation techniques in increasing self-control and self-perception in reducing the problematic internet use in an experimental design while the Paired Sample t-test was used to determine the differences between the experimental group and the control group.

RESULTS AND DISCUSSION

Based on the table above shows that the average level and standard deviation of self-control in the experimental group experienced an average increase from pre-test (M = 52.29; SD = 2.87) post-test (M = 63.00; SD = 2.08) compared to the pre-test (M = 50.29; SD = 4.11) and in the post-test (M = 56.29; SD = 8.26) in the control group. While the average and standard deviation of self-perception in the experimental group also

increased with the pre-test (M = 69.43; SD = 1.71) and post-test (M = 86.71; SD = 8.22) whereas in the control group there was no

increase in the pre-test (M = 59.00, SD = 10.67) and post-test (M = 65.14; SD = 14.89).

Table 1. Manova Test and Paired Sample t-test

Variabel	Group	Pre-test		Post-test		t
		M	SD	M	SD	
Self-control	Exsperiment	52.29	2.87	63.00	2.08	-10.30
	Control	50.29	4.11	56.29	8.26	-3.55
	F$_{(3,10)}$				11.28	
	η2p				0.77	
Self-perception	Exsperiment	69.43	1.71	86,71	8.22	-5.63
	Control	59.00	10.67	65.14	14.89	-3.42
	F$_{(3,10)}$				23.87	
	η2p				0.87	

*p < 0.01

Table 1 above also describes the results of the MANOVA test and Paired Sample t test. The MANOVA test results showed that reality group counseling confrontation techniques were effective in improving self-control ($F_{3.10}$ = 11.28; p < 0.01) and in self-perception ($F_{3.10}$ = 23.87; p < 0.01). The group counseling contribution with the confrontation technique in increasing self-control was 77% (η_p^2 = 0.77) and self-perception was 87% (η_p^2 = 0.87).

Furthermore, the results of the Paired Sample t-test showed that in the experimental group there was an increase in self-control (t = -10.30; p < 0.01) and self-perception (t = -5.63; p < 0.01) which was significant. While in the control group increased self-control (t = -3.55; p > 0.05) and self-perception (t = -3.42; p > 0.05).

These results indicate that the counseling group is an effective confrontation technique in improving self-control and self-perception. Also, the research findings also showed that the experimental group given counseling from the confrontation technique group experienced increased self-control and self-perception. Whereas in the control group that was not treated (placebo) the increase in self-control and self-perception did not occur significantly.

This is in line with the findings of previous research. Hidayah (2017) found that counseling reality can improve self-control. Besides Qamaria research (2017) reality counseling can improve self-control but in different research designs. Whereas, the findings in this study confirm that

reality group of confrontation techniques are effective in increasing self-control and self-perception simultaneously in experimental research design.

The application of reality group counseling with confrontation techniques can harmonize the fulfillment of basic needs with alternative behaviors that are more constructive and do not interfere with the rights of others (Capuzzi, and Stauffer, 2016). In counseling reality also sees that humans are born with five basic needs (power and achievement, love and belonging, freedom, fun, survival) and individuals will experience problems when these needs are not met or fulfilled but irresponsibly (Capuzzi, and Stauffer, 2016).

The individual's ability to control behavior and resist temptation is one of the factors that prevent him from tending to be addicted. Borba (2008) explains self-control cause's individuals to be able to refrain from lust so that they can behave correctly based on heart and mind.

The individuals with good self-control will have an impact on the formation of an individual's successful identity. The identities tendency to succeed or fail for individuals in meeting needs can be seen from 3 criteria, responsible behavior, right and reality (Wubbolding, 2017).

Good self-perception can also have an impact on the 3R concept in a Reality approach. Reality counseling as a theoretical approach emphasizes that "all behaviors generated within us to satisfy one or more basic needs (Glading,

2012) require those needs to be fulfilled. Growing awareness of the importance of self-control by evaluating oneself by exploring and assessing behavior that is less responsible and resulting in low self-control.

Based on the research findings, the implication for the counselor is to improve self-control and self-perception to provide counseling services to the reality confrontation technique group. Also, the important thing that needs to be considered by the counselor in the implementation of reality counseling activities is the availability of adequate time in applying techniques as a process of forming reality and responsible behavior of the counselee.

The findings of this study prove that the reality of group counseling confrontation techniques is effective in increasing self-control and self-perception in Problematic Internet Use Students. However, the findings in this study still have limitations in it. This study has not provided direct intervention problems on problematic internet use, so the need for reality counseling interventions that are given actively to students with problematic internet use and efforts to control external validity have been carried out but not all external variables can be fully controlled, for example, related to the environment, cultural factors, and student relations.

CONCLUSION

The findings of this study indicate that counseling in confrontation techniques can improve self-control and self-perception in problematic internet use students. The increase was significantly more effective in the experimental group compared to the control group.

Based on the findings of this study. It is recommended that guidance and counseling teachers or school counselors use counseling groups in confrontation techniques to improve self-control and self-perception in problematic internet use students, for the next research, this study using counseling in a group setting but it should also be examined on the use of individual counseling in its application.

REFERENCES

Arisandy, D. (2009). Hubungan antara Kontrol Diri dengan Kecanduan Internet pada Mahasiswa Tahun 2009. (Studi Kasus Universitas Bina Darma Palembang). *Jurnal Ilmiah Psyche*, 3(2), 63-74. Retrieved from http://eprints.binadarma.ac.id/3491

Borba, M. (2008). *Membangun Kecerdasan Moral, Tujuh Kebajikan Utama Agar Anak Bermoral Tinggi*. Translate by Lina Jusuf. Jakarta: PT. Gramedia Pustaka Utama.

Bradley, T. E. (2015). 40 *Teknik yang Harus Diketahui Setiap Konselor*. Yogyakarta: Pustaka Pelajar

Caplan, S., Williams, D., & Yee, N. (2009). Problematic Internet Use and Psychosocial Well-Being Among MMO Players. *Computers in Human Behavior*, 25(6), 1312-1319. Retrieved from https://www.sciencedirect.com/science/article/pii/S0747563209001101

Capuzzi, D., & Stauffer, M. D. (2016). The Helping Relationship: From Core Dimensions to Brief and Integrative Possibilities. *Counseling and Psychotherapy: Theories and Interventions* (Sixth Edition). Virginia: American Counseling Association. Retrieved from https://www.counseling.org/publications/frontmatter/78118-fm.pdf

Glading, S. T. (2012). *Konseling Profesi yang Menyeluruh*. Jakarta: PT. Indeks.

Grasmick, H. G., Tittle, C. R., Bursik, R. J., & Arneklev, B. J. (1993). Testing the Core Empirical Implications of Gottfredson and Hirschi's General Theory of Crime. *Journal of Research in Crime and Delinquency*, 30(1), 5-29. Retrieved from https://journals.sagepub.com/doi/10.1177/0022427893030001002

Hidayah, W. L. (2017). Terapi Realitas untuk Meningkatkan Kontrol Diri Seorang Tahanan Anak di Rutan Medaeng Surabaya. *Undergraduate Thesis*. Surabaya: UIN Sunan Ampel. Retrieved from http://digilib.uinsby.ac.id/15467

Hidayat, W. (2017). *Pengguna Internet Indonesia Nomor Enam Dunia*. Retrieved from https://kominfo.go.id/content/detail/4286/penggunainternetindonesianomorenamdunia/0/sorotan_media

Julyanti, M., & Aisyah, S. (2015). Hubungan Antara Kecanduan Internetdengan Prokrastinasi Tugas Sekolah pada Remaja Pengguna Warnet

di Kecamatan Medan Kota. *Jurnal Diversita*, 1(2). Retrieved from http://ojs.uma.ac.id/index.php/diversita/article/view/491

Kuss, D. J., & Griffiths, M. D. (2014). *Internet Addiction in Psychotherapy*. United States: Palgrave Macmillan Retrieved from https://link.springer.com/content/pdf/bfm%3A978-1-137-46507-8%2F1.pdf

Kuss, D. J., & Lopez-Fernandez, O. (2016). Internet Addiction and Problematic Internet Use: A Systematic Review of Clinical Research. *World J Psychiatr*, 6(1), 143-176. Retrieved from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4804263

Muna, R. F., & Astuti, T. P. (2014). Hubungan Antara Kontrol Diri dengan Kecenderungan Kecanduan Media Sosial pada Remaja Akhir. *Jurnal Empati*, 3(4). Retrieved from https://ejournal3.undip.ac.id/index.php/empati/article/view/7610

Muraven, M., Tice, D. M., & Baumeister, R. F. (1998). Self-Control as a Limited Resource: Regulatory Depletion Patterns. *Journal of Personality and Social Psychology*, 74(3), 774-789. Retrieved from https://psycnet.apa.org/record/1998-00299-017

Odacı, H., & Çelik, Ç. B. (2016). Does Internet Dependence Affect Young People's Psycho-Social Status? Intrafamilial and Social Relations, Impulse Control, Coping Ability and Body Image. *Computers in Human Behavior*, 57, 343-347. Retrieved from https://www.sciencedirect.com/science/article/pii/S0747563215303289

Öztürk, E., & Özmen, S. K. (2016). The Relationship of Self-Perception, Personality and High School Type with The Level of Problematic Internet Use in Adolescents. *Computers in Human Behavior*, 65, 501-507. Retrieved from https://www.sciencedirect.com/science/article/pii/S0747563216306434

Park, S., Kang., and Kim, E. (2014). Social Relationship on Problematic Internet Use (PIU) Among Adolescents in South Korea: A Moderated Mediation Model of Self-Esteem and Self-Control. *Computers in Human Behavior*, 38, 349-357. Retrieved from https://www.sciencedirect.com/science/article/pii/S0747563214003409

Madden, M., Cortesi, S., Gasser, U., Lenhart, A. & Duggan, M. (2012). *Parents, Teens, and Online Privacy*. Retrieved from http://www.pewinternet.org/2012/11/20/parents-teens-and-online-privacy

Qamaria, R. S. (2017). Konseling Kelompok Realitas untuk Meningkatkan Kontrol Diri pada Siswa Yang Memiliki Perilaku Membolos. *Thesis*. Yogyakarta: Universitas Islam Indonesia. Retrieved from https://dspace.uii.ac.id/handle/123456789/5063

Sharf, R. S. (2012). *Theories of Psychotherapy and Counseling*. Belmont, CA: Brooks/Cole, Cengage Learning. Retrieved from http://file.zums.ac.ir/ebook/169-Theories%20of%20Psychotherapy%20&%20Counseling%20-%20Concepts%20and%20Cases,%205th%20Edition-Richard%20S.%20Sharf-084.pdf

Sulaiman, A. I., (2011). Konstruksi Makna Dampak Media Internet Penggunaan Media Internet oleh Pelajar di Kota Purwokerto Kabupaten Banyumas. *Jurnal Penelitian Komunikasi*, 14(1). Retrieved from http://bppkibandung.id/index.php/jpk/article/view/168

Veiga, F. H., & Leite, A. (2016). Adolescents' Self-concept Short Scale: A Version of PHCSCS. *Procedia - Social and Behavioral Sciences*, 217, 631-637. Retrieved from https://www.sciencedirect.com/science/article/pii/S187704281600104X

Wubbolding, R. E. (2017). *Reality Therapy and Self-Evaluation: The Key to Client Change*. Alexandria, VA, US: American Counseling Association.

Young, K. S., & Abreu, C. N. D. (2017). *Kecanduan Internet Panduan Konseling dan Petunjuk untuk Evaluasi dan Penanganan*. Yogyakarta: Pustaka Pelajar.

Group Counseling Reality with Confrontation Techniques to Improve Self-Control and Self-Parception Students Problematic Internet Use.pdf

7 Daniel George, J. P. Jameson, Kurt Michael, Jamie Yarbrough, David George. "Assessing the Efficacy of a Self-Administered Treatment for Social Anxiety in the Form of a Gamified Mobile Application: A Pilot Study", Journal of Technology in Behavioral Science, 2020
Publication

<1%

8 Mungin Eddy Wibowo, Mulawarman Mulawarman, Edy Purwanto. "Problematic Internet Use in Semarang Middle School Students", KnE Social Sciences, 2019
Publication

<1%

9 digilib.uinsby.ac.id
Internet Source

<1%

10 Hye-Jeong Gil, Hyun-Kyung Kim, Byung-Soon Choi. "The Effect of STS Modules Reflected Ansan's Local Characteristics for Chemistry I", Journal of the Korean Chemical Society, 2011
Publication

<1%

11 Olufemi Timothy Adigun. "Self-esteem, self-efficacy, self-concept and intimate image diffusion among deaf adolescents: A structural equation model analysis", Heliyon, 2020
Publication

<1%

12 Submitted to Colorado State University, Global Campus
Student Paper

<1%

13	Submitted to essex Student Paper	<1%
14	id.123dok.com Internet Source	<1%
15	j.ideasspread.org Internet Source	<1%
16	www.scribd.com Internet Source	<1%
17	journal.walisongo.ac.id Internet Source	<1%
18	eprints.umm.ac.id Internet Source	<1%
19	es.scribd.com Internet Source	<1%
20	cybersciencecenter.nl Internet Source	<1%
21	journal.tarbiyahiainib.ac.id Internet Source	<1%
22	Ebru Öztürk, Suna Kaymak Özmen. "The relationship of self-perception, personality and high school type with the level of problematic internet use in adolescents", Computers in Human Behavior, 2016 Publication	<1%

23 Zaheer Hussain, Halley M. Pontes. "chapter 3 Personality, Internet Addiction, and Other Technological Addictions", IGI Global, 2019
Publication

<1%

Exclude quotes	On		Exclude matches	Off
Exclude bibliography	On			